

Childminder report

Inspection date:

17 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show they are relaxed and content in the childminder's home. They arrive confidently in the morning and are greeted with warm words and big smiles. This helps them happily say goodbye to their parents and enter the childminder's home. They know where to find resources and toys and move confidently around the environment. Children receive plenty of praise for things they do well. They hear phrases such as 'well done' and 'very clever'. This helps build their self-esteem and adds to their sense of security.

Children show they generally enjoy their time with the childminder. The resources on offer are plentiful and suitable for their age and stage of development. However, children do not benefit from a curriculum that is planned or delivered well enough to consistently challenge and support them effectively in their learning. This impacts on children's learning and on their engagement and concentration. Furthermore, the childminder does not always have high enough expectations about children's capabilities to learn. For example, she does not recognise that young children can begin to learn about their own and other cultures if the teaching is age-appropriate. That said, children do have opportunities to practise developing skills. Children enjoy drawing and building with blocks. They are able to choose to look at books. They go out and about to toddler groups and to play with other children. These outings provide them with opportunities to meet new people and develop their social skills.

What does the early years setting do well and what does it need to do better?

- The childminder is confident about how to plan for some aspects of learning, such as how to teach children to count and recognise numbers. However, she is less confident about how to plan for some other aspects of an early years curriculum. This leads to a narrow focus in her interactions with children and limits opportunities for children to develop a wide range of skills and knowledge in preparation for their future learning.
- The childminder understands the importance of children developing into confident communicators. However, the childminder does not demonstrate a secure understanding of how best to do this. She focuses on asking lots of questions that need only one word answers. Sometimes, this hinders rather than enhances children's language development because it interrupts play and limits opportunities for children to hear new vocabulary and try out new words and phrases. Furthermore, it interrupts the flow of children's play and impacts on children's levels of focus and engagement.
- Children show that they are remembering what they have been taught. For example, children show they have accurately learned the names of colours and that they can recite numbers in order. This demonstrates that when the

childminder is more confident about what she is teaching, she can teach effectively.

- Children who speak English as an additional language have suitable opportunities to hear and use all the languages they hear and speak at home. For example, the childminder repeats the names of colours and numbers in English and other languages children speak. This helps children feel welcome and included. Children learn about the local community through trips and visits to toddler groups. However, the childminder does not plan meaningful experiences that help children learn about a range of cultures and ways of living, to fully prepare them for life in modern Britain.
- Children behave well. The childminder is a strong role model. She is polite to children and clear about her expectations. Children are learning well to be helpful. They are very welcoming to visitors.
- Children are developing a useful range of self-help skills. They receive effective support and lots of encouragement as they learn to manage their own toileting and wash their own hands.
- Parents are full of praise for the childminder. They clearly hold her in high regard and appreciate her help and support as they navigate parenthood. They report on the many ways in which she has helped them, such as with advice about toilet and sleep training. They also appreciate the opportunities to borrow resources to use at home. These strong partnerships have a positive impact on parent's ability to support children's development and learning at home.
- The childminder recognises she has not been proactive in seeking out professional development opportunities. She has kept her statutory training up to date and demonstrates a clear understanding of her role in keeping children safe. However, she is less clear about her role as an educator. This has led to inconsistencies in the quality of the teaching and the curriculum she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to recognise the signs of potential abuse or neglect. She knows how to share these concerns, to keep children safe. She understands the risks to children of being in unsafe situations at home or elsewhere. For example, the childminder understands the risks to children of being exposed to extreme ideologies or living in an environment where there is domestic violence. She knows how to share any concerns about her own conduct, if the need to do so ever arose. The childminder ensures her home is safe and a suitable space for the care of young children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and deliver a broad and stimulating curriculum that effectively helps children develop a wide range of useful skills and knowledge	12/06/2023
focus professional development on improving teaching skills, with specific reference to supporting children's language development.	12/06/2023

To further improve the quality of the early years provision, the provider should:

- improve opportunities for children to learn about the similarities and differences between themselves and others, to help them develop a positive and accurate understanding of diversity.

Setting details

Unique reference number	EY488180
Local authority	Oxfordshire
Inspection number	10280141
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 August 2017

Information about this early years setting

The childminder registered in 2015. She lives in Bicester, Oxfordshire. She offers care 7am to 5.30pm, Monday to Thursday, throughout the year.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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